

Core Content For Arts and Humanities Assessment

Draft for Assessment Contractors

**Version 4.0
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Kentucky Department of Education

Introduction Core Content for Arts and Humanities Assessment

What is the *Core Content for Arts and Humanities Assessment*?

The *Core Content for Arts and Humanities Assessment, Version 4.0*, represents the content from Kentucky's Academic Expectations and *Program of Studies* that is essential for all students to know and the content that is fair game to assess on Kentucky's state assessment. It captures the "big ideas" of arts and humanities. Version 4.0 *Core Content for Arts and Humanities Assessment* and the Academic Expectations provide the parameters for test developers as they design the state assessment items. These content standards and expectations provide focus for the development of the 2007 Kentucky Core Content Test (KCCT).

The *Core Content for Arts and Humanities Assessment* is not intended to represent the comprehensive local curriculum for arts and humanities assessment and instruction. It is also not the comprehensive *Program of Studies for Arts and Humanities*, which specifies the minimum content for the required credits for high school graduation, and the primary, intermediate and middle level programs leading to these requirements.

Kentucky Academic Expectations for Arts and Humanities

The Kentucky Academic Expectations define what students should know and be able to do upon graduation from high school. These large goals were used as a basis for developing the *Program of Studies* and the *Core Content for Assessment*.

Goal 1: Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. (drama)
- 1.13 Students make sense of ideas and communicate ideas with the visual arts.
- 1.14 Students make sense of ideas and communicate ideas with music.
- 1.15 Students make sense of and communicate ideas with movement. (dance)

Goal 2: *Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.*

- 2.22 Students create works of art and make presentations to convey a point of view.
- 2.23 Students analyze their own and others' artistic products and performances using accepted standards.
- 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

How is the *Core Content for the Arts and Humanities Assessment* organized?

The *Arts and Humanities Core Content for Assessment, Version 4.0* is organized by grade level (end of primary – 3rd, 4th, 5th, 6th, 7th, 8th, and high school) in order to ensure continuity and conceptual development even though the current state assessment varies for those grade levels based on the content area. This is different from the current 3.0 Version which is organized in grade spans. Currently students are assessed in Arts and Humanities at grades 5, 8, and 11.

The content statements for the four art forms are combined under four large organizers.

- Structures in the Arts
- Humanity in the Arts
- Purposes for the Arts
- *Processes in the Arts*

Creating and performing in the arts is included under the *Processes in the Arts* organizer. All other organizers address the process of responding to the arts.

Since *Processes in the Arts* involves creating and performing in the arts, content statements on this part of the document will not be assessed as a part of the state KCCT assessment. However, creating and performing the arts is an absolute necessity for students to be able to understand and have context to respond to the arts on a proficient level. This part of the *Arts and Humanities Core Content for Assessment* should be part of the comprehensive arts curriculum and grounds students in the arts.

The organizers are defined as follows:

Structure in the Arts (1)

Understanding of the various structural components of the arts is critical to conceptual development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media, and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these in the creative process that results in a distinctively expressive work. Students make choices how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce artworks and interpret or critique artworks from other artists, cultures, and historical periods.

Humanity in the Arts (2)

The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allow one to experience time, place, and/or personality. By experiencing the arts of various cultures, students can actually experience the beliefs, feelings, and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

Purposes for Creating the Arts (3)

The arts have played a major role throughout the history of humans. Because of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to express specific emotions or feelings, in a narrative manner to tell stories, to imitate nature, and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations, and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and

performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

Processes in the Arts (4)

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

What do the codes for the *Core Content for the Arts and Humanities Assessment* mean?

The codes are created according to the overall content (AH for Arts and Humanities), and the grade level (EP – elementary primary, E4 – elementary fourth grade, E5 – fifth grade, M6 – sixth grade, M7, seventh grade, M8 – eighth grade, and HS – high school). Then the numerical part of the code represents the specific the organizer (1-structures, 2-humanity, 3-purpose, 4-processes), art discipline (1-music, 2 dance, 3 drama, 4 visual arts), and finally the actual content bullet number. An example would look like this: AH-E4-1.1.1 which represents: Arts and Humanities (AH), elementary fourth grade (E4), structures organizer (1), music (1), bullet number (1)).

Core content statements are **bolded** for “**state assessment**” or *italicized* for “*supporting content but not for state assessment*”. The intent is to show what core content statements are fair game to be assessed on the Kentucky Core Content Test (KCCT) and those that instructionally support the state assessed content, but will not be assessed at the state level. The content statements for the state assessment have been clarified with verbs to represent what students will be expected to do and to reflect the depth of knowledge and cognitive complexity expected for the state assessment. They are not meant to limit the cognitive complexity for instruction in the classroom. In order for students to perform at a high level on the KCCT, they need to have mastered the supporting content as well as the state assessed content.

Some Core Content standards contain additional information in parentheses. If there is a list inside with an e.g., preceding it, that means the examples included are meant to be just that, examples. However, if the list is not preceded by an e.g., the list is to be considered exhaustive and those items are the only items that are “fair game” for assessment.

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